**Identifying
Similarities and Differences**

- Assigning in-class and homework tasks that involve comparison and classification

- Assigning in-class and homework tasks that involve metaphors and analogies

**Summarizing
and
Note Taking**

- Asking students to generate verbal summaries

- Asking students to generate written summaries

- Asking students to take notes

- Asking students to revise their notes, correcting errors and adding information

**Reinforcing Effort
and
Providing Recognition**

- Recognizing and celebrating progress toward learning goals throughout a unit

- Recognizing and reinforcing the importance of effort

- Recognizing and celebrating progress toward learning goals at the end of the unit.

Homework and Practice

- Providing specific feedback on all assigned homework

- Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction

Nonlinguistic Representations

- Asking students to generate mental images representing content
- Asking students to draw pictures or pictographs representing content
- Asking students to construct graphic organizers representing content
- Asking students to act out content
- Asking students to make physical models of content
- Asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models

Cooperative Learning

- Organizing students in cooperative groups when appropriate

- Organizing students in ability groups when appropriate

Setting Objectives and Providing Feedback	- Setting specific learning goals at the beginning of a unit - Asking students to set their own learning goals at the beginning of a unit - Providing feedback on learning goals throughout the unit - Asking students to keep track of their progress on learning goals - Providing summative feedback at the end of the unit - Asking students to assess themselves at the end of the unit
Generating and Testing Hypotheses	- Engaging students in projects that involve generating and testing hypotheses through problem solving tasks - Engaging students in projects that involve generating and testing hypotheses through decision making tasks - Engaging students in projects that involve generating and testing hypotheses through investigation tasks - Engaging students in projects that involve generating and testing hypotheses through experimental inquiry tasks - Engaging students in projects that involve generating and testing hypotheses through systems analysis tasks - Engaging students in projects that involve generating and testing hypotheses through invention tasks
Questions, Cues, and Advance Organizers	- Prior to presenting new content, asking questions that help students recall what they might already know about the content - Prior to presenting new content, providing students with direct links with what they have studied previously - Prior to presenting new content, providing ways for students to organize or think about the content